Republic of the Philippines
Department of Education
Region
DIVISION
SCHOOL
SCHOOL ADDRESS
School ID

TERM LESSON PLAN
, 2026 (WEEK)

Lesson Title	Mga Taong Naninirahan at Nagbibigay-Serbisyo sa Komunidad			
Learning Area	Makabansa			
Name of Teacher/s	_____			
Grade Level and Section	Baitang 2 - _____			
No. of Sessions	4			
References (books, websites, toolkits, etc.)	DepEd MATATAG K to 10 Curriculum; Lingguhang Aralin sa Makabansa 2, Kuwarter 1, Linggo 5; Modyul sa AP; DepEd LR Portal; teacher-made LAS, pictures, flashcards, and graphic organizers.			
Declaration of AI use Cite how AI was used in the formulation of the lesson plan. See DO 3, 2026 Annex A.	Consistent with the policy guidelines on the use of AI in basic education, I, [full name of teacher], declare that Microsoft Copilot was used to assist in reorganizing the DepEd MATATAG Lesson Exemplar into the ILAW Lesson Plan format and drafting assessment tools. Prompt used: “Convert the uploaded MATATAG Lesson Exemplar into the four-session ILAW Lesson Plan Template, including detailed activities, formative and summative assessment, remediation, and enrichment.” All outputs were reviewed, adapted, edited, and validated by the teacher. No confidential learner information was shared.			
	Day 1	**Day 2**	**Day 3**	**Day 4**
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.			
Learning Competency and Curriculum	Pamantayang Pangnilalaman: Nauunawaan ang katangiang heograpikal ng kinabibilangang komunidad.			

Standards: Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the sessions.	Pamantayang Pagganap: Nakagagawa ng likhang-sining (mapa) na nagpapakita ng katangiang heograpikal ng kinabibilangang komunidad. Kasanayang Pampagkatuto: Nakikilala ang mga bumubuo sa kinabibilangang komunidad.			
Learning Objectives: Write the smaller knowledge, skills, or tasks from the competency that the learners will work on and be able to show by the end of the sessions.	Natutukoy ang mga taong naninirahan sa kinabibilangang komunidad at naiuugnay sila sa serbisyong ibinibigay.	Nailalarawan ang mga taong naninirahan sa komunidad batay sa katangian, gawain, lugar ng trabaho, at karanasan.	Nailalahad ang pagkakatulad at pagkakaiba ng mga taong naninirahan sa komunidad sa pamamagitan ng Venn diagram.	Natatalakay ang mahahalagang gampanin ng mga taong naninirahan sa komunidad at naipakikita ang pasasalamat sa kanilang serbisyo.
Learner Context: Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.	Karamihan ay nakakikilala ng guro, pulis, doktor at tindero mula sa sariling karanasan. Maaaring kailanganin ng ilan ang larawan at gabay sa bokabularyo.	Nakagagamit ang mga mag-aaral ng payak na pang-uri ngunit ang ilan ay nangangailangan ng sentence frames, halimbawa: “Siya ay ___ dahil ___.”	May paunang kakayahan sa paghahambing. Kailangan ng visual organizer, konkretong halimbawa at pangkatang paggabay.	May karanasan sa mga community helper ngunit kailangang palalimin ang ugnayan ng trabaho, lugar, kagamitan, at kapakanan ng komunidad.
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.			
Pre-Lesson: Describe how you will help the learners get ready for the lesson.	1. Kumustahan at maikling well-being check. 2. Balik-aral: MAPASIMBOLO - itugma ang simbolo ng mapa sa anyong-lupa/tubig.	1. Kumustahan at recall ng Day 1. 2. HAT AND TOOL CHARADE - hulaan ang community helper batay sa sumbrero/kagamitan. 3. Pair-share: “Paano mo siya ilalarawan?”	1. Kumustahan. 2. PICTURE SPEAKS - ilarawan ang mga larawang lokal sa konteksto ng mga bata. 3. Balikan ang mga katangian mula Day 2.	1. Kumustahan. 2. COMPARE AND CONTRAST REVIEW: doktor-guro, mangingisda-magsasaka, bumbero-pulis. 3. Magpakita ng flashcards: himpilan, kaligtasan,

	3. Iugnay: “Anong mga lugar at tao ang makikita sa ating komunidad?” 4. Ipakita ang layunin at success criterion: Makapangalan ng hindi bababa sa limang miyembro ng komunidad.	4. Ipakita ang layunin at sentence frame.	4. Ipakita ang layunin: makapagbigay ng isang pagkakatulad at isang pagkakaiba.	namumuno, gumagabay, umaapula. 4. Ipakita ang layunin at pamantayan.
Flow: Describe the activities that you can implement in one or more sessions to meet the learning objectives. Apply the Learning Design Principles by thinking about how to: • make the objectives clear for the learners • guide learners before letting them try the task on their own • check the state of the learners' well-being, understanding, and mastery over the lesson • connect today's new concepts to past competencies • encourage collaboration among learners • invite learners to reflect on why this matters to them • ensure inclusion for learners' varied abilities, learning styles, and contexts	A. Bokabularyo: Word Meanings 101 - gampanin, kinabibilangan, miyembro, naninirahan, serbisyo. Gumamit ng larawan, kilos, at halimbawa sa pangungusap. B. Gabay na Pagbasa: “Ang Araw sa Komunidad.” Huminto sa mahahalagang bahagi upang tukuyin ang tindera, magsasaka, guro, doktor, nars, pulis, kapitan, lider espiritwal, bumbero at mangingisda. C. Pagproseso: (1) Ano ang pamagat? (2) Sino-sino ang tauhan? (3) Ano ang kanilang gawain? (4) Paano sila nakatutulong? (5) Paano natin sila pahahalagahan? D. Pangkatang Gawain: CONCEPT MAPPING. Bawat pangkat ay mag-uuri ng picture cards sa “Mga Miyembro ng Komunidad.” E. Pagbabahagi at feedback: ipaliwanag ng pangkat ang kanilang mapa.	A. Bokabularyo: paglalarawan, hindi taal sa lugar, kinabibilangang komunidad. Modelo ng guro gamit ang pisikal na katangian, ugali at tungkulin nang may paggalang. B. Gabay na Pagbasa: “Ang mga Bayani ng Aming Komunidad.” Talakayin ang guro, pulis, doktor, nars, lokal na opisyal, pari/imam, bumbero, tindera, mangingisda at magsasaka; kilalanin ang pagkakaiba-iba ng grupong etnolinggwistiko. C. Pagproseso: Sino ang mga tauhan? Ano ang kanilang gampanin? Anong katangian ang ipinakita? Bakit mahalaga ang bawat isa? D. Gawain: DESCRIBE ME IN ONE WORD. Pumili ng angkop na pang-uri at ipaliwanag: masipag, matapang, maasikaso, responsable, matulungin.	A. Balik-kuwento: balikan ang “Ang mga Bayani ng Aming Komunidad.” B. Modelong Paghahambing: doktor at nars. Ipakita kung alin ang natatangi at alin ang pareho. C. Pangkatang Gawain: VENN DIAGRAM para sa (1) magsasaka-mangingisda, (2) kapitan-pulis, (3) pulis-bumbero, (4) doktor-nars. D. Gallery Walk: mag-iwan ng isang papuri at isang tanong sa output ng ibang pangkat. E. Talakayin: Paano nakatutulong ang pagkakaiba? Paano nakatutulong ang pagkakatulad? Bakit kailangan ang iba’t ibang tungkulin? F. Personal na Paglalapat: pumili ng dalawang taong nakikita sa sariling komunidad at magbigay ng isang pareho at isang naiiba.	A. Explicit Teaching: ipares ang tao, gampanin, lugar at kagamitan: pulis-kaligtasan-himpilan; guro-pagtuturo-paaralan; doktor/nars-kalusugan-klinika; bumbero-sunog-fire station; tindero-pamilihan; magsasaka-bukid; mangingisda-dagat/ilog; dentista-ngipin; karpintero-gusali/kasangkapan. B. Guided Practice: ROLE AND RESPONSIBILITY MATCHING. Ipaliwanag ang bawat sagot. C. COMMUNITY HELPER DRESS-UP/ROLE-PLAY (boluntaryo). Sagutin: Sino ka? Ano ang tungkulin mo? Saan ka nagtatrabaho? Paano ka nakatutulong? D. Appreciation Circle: banggitin ang isang paraan ng paggalang at pasasalamat.

	F. Paglalahat: “Ang komunidad ay binubuo ng iba’t ibang taong may mahalagang serbisyo.” Inclusion: oral, pointing, matching, drawing o written response; peer buddy at enlarged pictures.	E. Think-Pair-Share: bumuo ng 2 pangungusap tungkol sa isang helper. F. Paglalahat: Ang paglalarawan ay maaaring tumukoy sa anyo, katangian, gawain at karanasan. Inclusion: word bank, sentence frames, oral recording o drawing na may label.	G. Paglalahat: Nagkakaiba man ang gawain, nagkakaisa ang mga tao para sa kaayusan at kaunlaran. Inclusion: partially completed Venn diagram, picture choices, scribe/peer support.	E. Paglalahat: Mahalaga ang bawat gampanin at sama-samang paglilingkod. F. Lingguhang Summative Performance: “Ating Komunidad, Ating Bayani” poster/community map; ipakita ang 4+ helpers, gampanin, isang comparison at mensahe ng pasasalamat. Inclusion: role card, partner presentation, drawing/pointing/oral response.
Learning Resources: List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive. Include options and alternatives in case of emergencies.	LAS; story text; picture cards; concept-map sheet; board/markers. Alternative: hand-drawn cards or real community photos.	LAS; story text; pictures; hats/tools or picture substitutes; word bank; sentence strips.	LAS; helper pictures; Venn diagram sheets; crayons/markers; sticky notes. Alternative: circles drawn on reused paper.	LAS; role, workplace and tool flashcards; optional costumes; poster paper/crayons; performance-task rubric.
Opportunities for Integration: Write down any possibilities to meaningfully anchor learning areas, special topic, or technology. Write N/A if none.	Filipino literacy (vocabulary and comprehension); Values Education (respect and gratitude); local geography.	Filipino (descriptive words and sentences); culture and ethnolinguistic diversity; respectful language.	Mathematical/critical thinking through classification; collaboration; visual arts through organizers.	Career awareness; DRRM and health; Values Education; Arts through poster/community map.
Assessment	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.			

Formative Assessment: Create a task, activity, or questions to evaluate learning and provide feedback. Include ways for learners to ask for guidance or support. Remember to provide appropriate accommodations so all learners can demonstrate their understanding (e.g., varied response formats, small group options, visual or auditory supports).	Tool: Picture Identification Checklist + 5-item exit ticket. Indicators (1 point each): identifies helper; names correctly; matches service; gives one local example; participates respectfully. Mastery: 4/5. Support options: oral answer, pointing, picture matching. Remediation: small-group "Name Me" and picture-word matching; repeat with 5 familiar helpers. Success: 4 of 5 correct.	Tool: Observation Checklist and Oral Description Rubric. Criteria (3-2-1): accurate helper identification; appropriate descriptive word; explanation connected to role; clear/respectful participation. Mastery: 9/12. Remediation: Describe-the-Picture using "Siya ay ___." and "Tumutulong siya sa pamamagitan ng ___." Success: two accurate descriptions.	Tool: Venn Diagram Performance Rubric. 4 criteria, 4 points each: accuracy, completeness, organization, collaboration/presentation. Mastery: 12/16. Individual exit slip: one similarity + one difference. Remediation: sorting cards and partially completed Venn diagram with teacher modeling. Success: one correct similarity and difference.	Tool 1: Role-Play Rubric (4 criteria x 4): knowledge of role, communication, participation, appreciation/creativity. Tool 2: Summative task rubric, 20 points: content accuracy 5; completeness 5; organization/creativity 5; oral explanation/appreciation 5. Mastery: 15/20. Remediation: role-to-duty matching and guided mini-role-play. Reassess orally or through pictures.
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.			
Extended Learning opportunities: Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned, to spark their curiosities further, or that may provide them support in their areas of difficulty.	Enrichment: Magdala o gumuhit ng kagamitang ginagamit ng isang helper at ipaliwanag sa susunod na araw. Remediation: home picture matching with an adult.	Iguhit ang hinahangaang community helper at sumulat/dikta ng tatlong pangungusap. Maaari ring magtanong sa kapamilya tungkol sa helper.	Ihambing ang dalawang helper sa bahay gamit ang mini Venn diagram. Boluntaryong maghanda para sa Community Helper Dress-Up.	Gumawa at magbigay ng thank-you card sa isang helper. Enrichment: maikling panayam (pangalan, trabaho, gawain, natutuhan) na may gabay ng magulang.
Reflections: Think about what you need to change for the next session based on	Itala pagkatapos ng klase: Sino ang nakaabot sa 4/5? Aling bokabularyo ang mahirap? Anong visual o grouping ang	Itala: Sino ang nakabuo ng dalawang wastong paglalarawan? May salitang kailangang linawin? Anong	Itala: Naunawaan ba ang "pareho" at "naiiba"? Kumusta ang collaboration? Sino ang nangangailangan ng	Itala: Naitugma ba ang helper at gampanin? Resulta ng summative task: ____/____ mastered.

what happened today. Is there something the learners are interested in exploring? Are there some things you would like to share with your co-teachers, parents, or school leaders about your classroom experience? What would you like your instructional coach to help you with?	gagamitin sa Day 2? Learners for remediation: _____.	sentence frame ang dapat ipagpatuloy? _____.	guided Venn diagram? _____.	Needed reteaching/follow-up: _____.

Prepared by:

Name of Teacher/s
Position

Checked and Reviewed by:

Name of Master Teacher
Position

Name of School Head
Position

ANNEX A - FORMATIVE ASSESSMENT TOOLS

Day 1 - Picture Identification Checklist

Learner	Indicator/Item	Yes / Correct	Needs Support
_____	Identifies the community helper shown.	☐	☐
_____	Names the helper correctly.	☐	☐
_____	Matches the helper to the service provided.	☐	☐
_____	Gives one example from the local community.	☐	☐
_____	Participates respectfully.	☐	☐

Day 2 - Observation Checklist

Learner	Indicator/Item	Yes / Correct	Needs Support
_____	Uses an appropriate descriptive word.	☐	☐
_____	Connects the description to the helper's role.	☐	☐
_____	Forms a complete oral sentence.	☐	☐
_____	Listens and responds respectfully.	☐	☐

Day 3 - Venn Diagram Rubric

Criteria	4 - Mahusay	3 - Mahusay-husay	2 - Umuunlad	1 - Kailangan ng Gabay
Accuracy	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Completeness	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Organization	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Collaboration and Presentation	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita

Day 4 - Community Helper Role-Play Rubric

Criteria	4 - Mahusay	3 - Mahusay-husay	2 - Umuunlad	1 - Kailangan ng Gabay
Knowledge of Role	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Communication	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Participation	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Appreciation and Creativity	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita

ANNEX B - SUMMATIVE ASSESSMENT

Performance Task: Ating Komunidad, Ating Bayani

Gumawa ng poster o payak na mapa ng komunidad. Isama ang hindi bababa sa apat na taong nagbibigay-serbisyo, ang kanilang gampanin at lugar ng trabaho, isang pagkakatulad at pagkakaiba ng dalawang napiling helper, at isang mensahe ng pasasalamat. Ibahagi ang output sa klase sa loob ng 1-2 minuto. Maaaring oral, recorded, paired, o teacher-scribed ang paliwanag.

Summative Performance Task Rubric

Criteria	4 - Mahusay	3 - Mahusay-husay	2 - Umuunlad	1 - Kailangan ng Gabay
Content Accuracy	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Completeness	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita
Organization and Creativity	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita

Criteria	4 - Mahusay	3 - Mahusay-husay	2 - Umuunlad	1 - Kailangan ng Gabay
Oral Explanation and Appreciation	Ganap, tama at malinaw	Karamihan ay tama	Bahagyang tama	Hindi pa naipakikita

Scoring: 4 criteria x 5 points = 20 points. Suggested mastery level: 15/20. Teacher may adapt the cut score based on learner context.

ANNEX C - REMEDIATION AND ENRICHMENT RECORD

Learner	Difficulty	Intervention	Date	Result	Next Step

Suggested remediation sequence: model -> guided picture/word matching -> sentence frame or partially completed organizer -> independent retry -> brief reassessment. Document accommodations used.